

Toy Analysis Checklist: Sensory, Motor, Cognitive, and Social Components

Name and Description: _____ Vendor _____

Address _____

This toy provides opportunities for (check all that apply):

Components	Definitions/Possibilities	√
Sensory exploration		
<u>Auditory</u>	Bell, chime, rattle, music, squeak, horn, whistle, speech	
<u>Visual</u>	Color, light, pattern, contour, movement	
<u>Tactile</u>		
Texture	Rough, smooth, hard, soft, thick, thin	
Temperature	Hot, warm, cold, neutral	
Size	Small, large (relative)	
Shape	Variety	
Weight	Heavy, light (requires appropriate muscle power to lift and hold object/parts)	
Motor skills		
<u>Strengthening</u>	Increasing muscle power for functional skills	
Whole hand	Squeezing against various levels of resistance, maintaining grasp while lifting	
Fingers, thumbs	Using adequate force to pinch, poke, push, pull	
<u>Range of motion</u>	Moving finger joints through full range of flexion, extension, opposition	
<u>Finger dexterity</u>	Dissociating one or more finger from others for in-hand manipulation	
<u>Arch integrity</u>	Developing arches in hands (longitudinal, transverse, oblique)	
<u>Two-handed use</u>	Using both hands together	
Bilateral-symmetrical	Performing same actions with both hands at the same time	
Bilateral-assisting	Performing action with one hand, the other assisting or stabilizing	
Bimanual	Performing different actions with each hand	
<u>Eye-hand coordination</u>	Visually monitoring hands for grasp, manipulation, and release	
<u>Accommodation</u>	Anticipating and shaping hands to the configuration of the object	
Cognitive procedures*		
Object permanence	Visually tracking objects, knowing they still exist when out of sight	
Means-end	Inventing ways to obtain desired events	
Vocal imitation	Vocalizing and imitating sounds and words	
Gestural imitation	Imitating simple and complex gestures	
Operational causality	Attempting specific procedures to get an interesting spectacles repeated	
Objects in space	Manipulating and combining objects within designated spaces	
Schemes-objects	Using simple and complex motor schemes to interact with objects	
Social behavior		
Solitary play	Playing independently	
Associative play	Interacting with other children and adults	

* adapted from Uzgiris, I.C. & Hunt, J.M. (1975). Assessment in Infancy: Ordinal Scales of Psychological Development. Urbana: University of Illinois Press.